



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER

# English Learners in Charter Schools

*A Learning Experience Focused on English Learner Instruction*

2020

[charterschoolcenter.ed.gov](http://charterschoolcenter.ed.gov)

# About the NCSRC

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education (ED) and managed by Manhattan Strategy Group in partnership with WestEd.



# Tips for Educating English Learners (ELs) in Online Learning Environments

*Learning Module #5*



# Overview of Your Learning Experience



EL Instruction in Practice:



# Learning Objective:

*Provide tips for educating ELs in online learning environments*



## At the end of this learning module, you should understand:

- The requirements and tips for educating EL students in online learning environments
- Tips for managing the digital divide
- Tips for family engagement

A woman with curly hair and a young girl with braids are sitting at a desk, looking at a laptop screen. The woman is holding a pencil and pointing at the screen. The girl is holding a notebook and looking at the screen with a smile. The background is a bright, modern interior with a white sofa and a lamp.

# **Educating English Learners in Online Learning Environments**

# ELs in Online Learning Environments



Local education agencies (LEAs) providing remote learning must provide language instruction services to ELs



LEAs are required to provide language accommodations for content classes that are held remotely



LEAs that continue to provide educational opportunities to the general student population must ensure that ELs and students with disabilities also have equal access to the same opportunities

Source: <https://www.isbe.net/Documents/20-0113-COVID-19-EL-Factsheet.pdf>

Schools that have robust and compliant Language Instruction Educational Programs (LIEPs) will have less difficulty pivoting to distance learning environments than a school whose LIEP implementation was struggling.



# Distance Learning and ELs

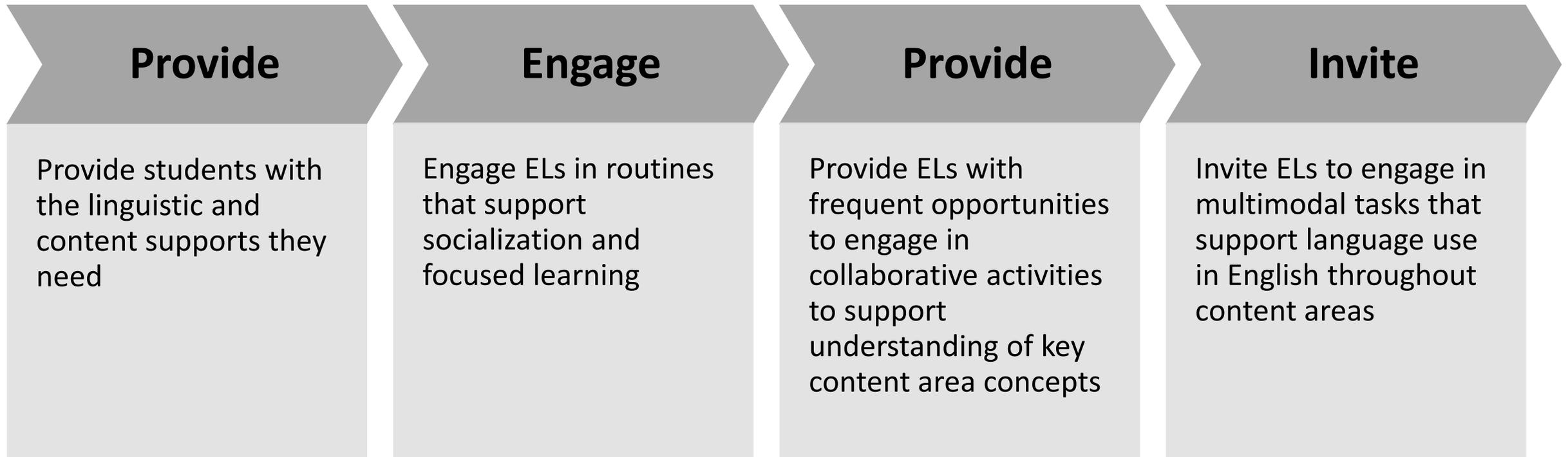


Good instruction in distance learning environments should mirror good instruction in face-to-face environments.



As such, resources from Module #1 on instructional research-based practices are still relevant and helpful for planning instruction in the changed context of the pandemic.

# Supporting ELs During School Closures



Source: [https://www.wested.org/wp-content/uploads/2020/05/Supporting\\_English\\_Learners\\_During\\_School\\_Closures-1.pdf](https://www.wested.org/wp-content/uploads/2020/05/Supporting_English_Learners_During_School_Closures-1.pdf)

# Quality Teaching for ELs in Distance Learning

1

Boost  
synchronous  
learning time

2

Offer structures  
for student  
collaboration

3

Provide students  
opportunities to  
talk in depth

4

Incorporate  
reading and  
writing

Source: <https://www.wested.org/wested-insights/supporting-english-learner-students-in-distance-learning/>

# Six Considerations for Supporting ELs in Distance Learning

1. Explicit focus on academic language
2. Emphasis on oral language
3. Language development in the context of building knowledge and interacting with the world
4. Specifically designed instruction and support for ELs
5. Development of home language
6. Strong relationship between home and school

Source: <https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/>



# Supporting Teachers



Schools should be aware of the struggles that teachers sometimes have towards selecting and implementing appropriate digital learning resources and work to provide support wherever possible.

Provide examples and resources for teachers to choose from

Create communities of practice for teachers to share ideas and tips



<https://www2.ed.gov/rschstat/eval/title-iii/180414-dlr-results-in-brief.pdf>

<https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>

# Bridging the Digital Divide

When considering distance learning, schools must consider the digital divide:



Access to devices (Does the family have devices? Does the family have enough devices for all children to have access?)



Internet access that is consistent and has enough bandwidth to support video conferencing platforms (If not, how do you provide hotspots via buses, public libraries, etc.?)



Parents' comfort level with the technology

# Alternative Distance Learning Options



Packets containing:

- Topical printed materials (in English or home language)
- Reading guides
- A note-taking device
- Assignments to complete at home
- Prompts inviting reflection and analysis
- Formulaic expressions to scaffold content-area thinking



Phone calls with teachers, peers of various English language proficiency, and speakers of home language to:

- Answer questions
- Explain materials
- Model language practices
- Practice language
- Share ideas and responses
- Discuss questions and reflections
- Discuss ideas and build knowledge

See [https://www.wested.org/wp-content/uploads/2020/05/Supporting\\_English\\_Learners\\_During\\_School\\_Closures-1.pdf](https://www.wested.org/wp-content/uploads/2020/05/Supporting_English_Learners_During_School_Closures-1.pdf) for examples of “no tech” environments.

# Family Engagement



Family engagement is even more important in distance learning because parents are that much more central to children's access and engagement.

## Additional Resources

WestEd's Communicating with Families of ELs During Distance Learning

California Department of Education's Learning From Home Survey

New York City's Department of Education's Multilingual Learners and English Language Learner Support

WestEd's Communicating with Families of Newcomer ELs During Distance Learning

Teaching Systems Lab at MIT's Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look

Association of California School Administrators' Distance Learning Planning



# Additional Reflection Questions



Which of the resources shared during this module will be most useful in planning for school reopening in the Fall?



What is your plan for continuing operations and learning in the Fall? What have you learned from the Spring that can support or enhance your instruction for ELs in the Fall? What other supports might you need?



How will you engage with families throughout distance learning?



THANK YOU!

